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Wider Horizons

November 1947

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THE BULLETIN

of the

LOUISIANA LIBRARY ASSOCIATION

VOLUME 11

NUMBER 1

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THE SOUTH AND THE NATION

PROFESSOR BELL I. WILEY
Head, L. S. U. History Department*

PERHAPS a word in explanation of the title is in order, for it seems to imply that the South and the Nation are two separate entities. The implication is not without foundation, as evidenced by the fact that within the past century the South made a desperate effort to get out of the nation, an effort that was stayed only by superior force of arms, after four years of bloody conflict. Most Southerners accepted defeat philosophically and attempted to live peaceably under the stars and stripes. But, relationships have not been consistently happy under the new order; and certainly they have not been prosperous. Only recently Edwin R. Embree, President of the Julius Rosenwald Fund, himself Southern reared, made a speech, the theme of which was the colonial status of the South. In this speech Mr. Embree showed that the South was like India, Africa, Java and other colonial areas of the world in that it was overwhelmingly agricultural; that it concentrated on a few cash crops that were purchased and processed at great profit by outside interests; that many of its people were ignorant, poor, physically handicapped, unorganized as laborers, and living on land that was not their own; and that its utilities, railways, and key industries were owned by outsiders. So, it is not altogether far-fetched to speak of the South as if it were something different and apart.

But, it is our intent on this occasion to speak of the South as an integral part of the nation, and to emphasize the point that it is to the South's interest as well as the nation's for the South to come fully into her own, to cease being an area of exploitation; and, as a healthy, prosperous, and enlightened re-

gion, to make a greater contribution to the welfare and security of the nation as a whole.

The South now has a special opportunity to contribute to the nation's well-being and security. Introduction of global flights, jet and rocket propelled missiles, and the atom bomb have introduced a new era of warfare. In this new age countries whose people and key industries are concentrated in large centers will be especially vulnerable. A few atom bombs dropped from planes or thrust to their destination in huge rockets may blot out entire cities, and by destroying our concentrated nerve centers paralyze our whole economy. The best hope of the nation's survival, and perhaps the only hope, lies in the diffusion of its industries over wide areas, and placing them near the sources of essential materials.

The South has the space for such dispersion. It has wealth and variety of natural resources well distributed over its vast expanses. It has a favorable climate. It has a net of streams flowing from the uplands to the lower country and eventually to the sea utilizable both for hydro-electric enterprises and for transportation.

Furthermore, the South has the human resources essential to the accommodation of industry. While the birthrate of other parts of the nation is declining, the South continues to be a land of large families, a land of youth and of vitality. Half the people in the Carolinas are under 19 years of age, while less than a third of California's and Nevada's population falls in this age group. Between about 1900 and 1930 the Southeast made a net contribution of some 3½ million people, mostly young people, to other parts of the country, while continuing its own growth. In the period December 7, 1941 to March 1945, the South sent 1,600,000 workers to other parts of the nation, at the same time sustaining an enormous industrial expansion of its own. The South unquestionably has

*This article is a slightly revised version of a speech given by Professor Wiley, at the Twenty-First Annual Conference of the Louisiana Library Association, Alexandria, Louisiana, March 13, 1947.

the people to man the machines, and our war experience should silence forever the old objection that Southerners are not adaptable to skilled pursuits. In a recent speech before the National Planning Association E. W. Palmer, President of the Kingsport (Tennessee) Press, a concern that prints many books for larger publishers of the East, said that industrialists were realizing that the old theory of "cheap labor" in the South was "washed out"; and that what manufacturers were getting was "new labor in the form of young people who could develop rapidly in technical skills."

In view of the peculiar situation presented by atomic weapons, those leaders in the South who are encouraging the immigration of industry from concentrated centers of the East and North, whatever their motives, are rendering the nation a vital service.

In order to realize its tremendous resources and to make its full contribution to the nation in this time of crisis, the South must do certain things. In the first place it must conserve its natural wealth. The South must stop the wanton destruction of its forests and animal life and keep a close eye on the exploitation of its minerals. A recent bulletin of the U. S. Forest Service indicates that Kentucky is exhausting its timber at five times the rate of its natural replacement. Another U. S. Forest Bulletin reports three Southern states responsible for 30% of all the losses in forest fires in the entire United States. The South must educate the farmers to better use of the land, to prevent the top soil from being washed away or hopelessly exhausted by constant repetition of crops. The people must be taught not only to prevent further depletion of resources, but to repair some of the damage that has already been done.

Then, the South must conserve and make better use of its human resources. It must make better provision for the health of its people. One out of every two Southern boys called up for war service failed to meet the army's physical standards. The South must establish prenatal, venereal and dental clinics and provide a systematic program of vacci-

nation. It is not enough just to set these facilities up; they must be peddled to the people. Lethargy, ignorance and superstition must be overcome. The people must be educated to the use of public health facilities.

The South must provide better educational facilities. Southerners must have more and better schools. In 1940 the South spent \$34.29 on the education of each school child as contrasted to \$74.44 for the nation as a whole. In the South school teachers in 1940 were paid an average of \$917 per year as contrasted to the national average of \$1602.

The South must have better colleges; not *more* colleges. Authorities on higher education note that the South has suffered from an over abundance of poor colleges and a dearth of first class institutions. Virginius Dabney in *Below the Potomac* states that the South has not a single outstanding university. If by a great university is meant one that has an adequate library, abundant laboratory facilities, a teaching staff, most of which has the equivalent of Ph. D. training and is consistently productive in research and publication, a student body and faculty that is intellectually curious and more interested in culture than in athletics, and above all an atmosphere that is tolerant of unconventional and unpopular ideas, then I'm afraid Dabney is right. Certainly the South has no Harvard, no Yale, no Princeton, no University of Chicago.

The South must have better libraries, both in schools and municipalities. Out of the 3,147 counties in the United States, there are 1,700 that have no libraries at all—or else libraries only in the cities and big towns—and most of these libraryless counties are in the South. School and college libraries in the South, with a handful of exceptions, are far inferior to those of the North and East.

The South must have better teachers. This is the nub. Buildings and books will be of little avail unless teachers with broad cultural training are placed in the classrooms. Too many teachers are slaves to textbooks, and some of them unfortunately are only slightly acquainted with these basic tools. Under such circumstances schooling becomes a dull

lifeless thing for children. I am afraid that many youngsters go the entire gamut of grade and high school without ever exploring the rich field of biography and classic literature. In order to inspire in students a love for good reading, teachers must themselves be intimately acquainted with great literature. They must know and love books. But how many well-read teachers are to be found in our public schools?

Southerners must learn to make better use of leisure. We must cultivate reading, music, and the arts, and give less emphasis to drinking "cokes," movies, bridge and driving up and down the highways "batting the breeze." Frittering away of time at trivialities seems to be particularly true of that garden spot of the South, the Mississippi Delta, and its extension, the city of Memphis. A few years ago David Cohn asked a lady who ran a bookstore in Memphis about the reading habits of that city. The lady replied: "... people don't read many books here ... We don't have any real culture in Memphis. We have culturine. You know, like oleomargarine. Looks like butter but isn't".

Of culture in the Delta Cohn says: "It is no feat at all for a study club to toss off the Periclean Age of Greece in an hour and send its members away in plenty of time to get the dinner before their husbands come home. The jump from Aristotle to trailing arbutus is easily made because there is a magnificent indifference to relevancy and continuity. Subject matter is not of much importance provided that it be non-controversial and delicately lady-like."

Again Cohn says: "The civilization of the Delta is on the surface simple and almost naive. . . . Devoting large sums to secondary education, it scarcely considers that literacy has profounder meanings than the ability to read and write. College going, its students largely miss the point. They rarely return with a passion for truth, with an intellectual curiosity aroused, and a desire to pursue beauty and wisdom for their own sakes."

To tell the plain and simple truth the South as a whole is notoriously and shamefully illiterate. And the so-called leaders are

to a large extent responsible, for they set the example. The cultured man in the South has relatively little chance of being elected to public office. Too frequently he has the reputation of being "queer" or peculiar. To quote Cohn again: "Culture is distrusted. One who bears it or seeks it is regarded as being unfitted for the stern struggle of life. If a man should collect Byzantine textiles or Persian ceramics, his business ability would be discounted and serious doubts thrown upon his sexual virility. It is suspect to read good poetry and catastrophic to one's reputation as a normally functioning male to write it. Red-blood men simply do not do that kind of thing."

Finally, in order to make its fullest contribution the South must concern itself with the improvement of *all* the people. The South's richest potential lies in its plain people, white and black, and their betterment is worthy of our best efforts. My faith in the intrinsic merit of the plain people was greatly strengthened by the research that I did for *The Life of Johnny Rebs: The Common Soldier of the Confederacy*. In this research I read from 10,000 to 20,000 letters written by the plain soldiers. These documents, while often playing havoc with the simplest rules of spelling (for example: "horse pittle for hospital; *wonst* for once; *trance fur* for transfer; and *comma sary* for commissary) and grammar, were richer than the letters of sophisticates, in humor, in information and at times even in poetic qualities. And today, in an age when undercounter dealing and premium prices are an accepted part of the *mores*, and when to skin a neighbor in a transaction is recognized as good business, one can still find fair dealing among the plain people. In fact, it seems almost incontrovertible that the rural hinterland is the last refuge of old fashioned honesty and decency in human relations. The South must cease neglecting its most valuable potential, the plain people.

An uneducated, unhealthy, and unskilled citizenry is a drag on the region and on the nation. This is well illustrated by our experience in World War II.

The United States employed about one million Negroes in all branches of the service. Most of these came from the South. Training of these Negroes proved difficult in the extreme, because of their lack of education, lack of experience in handling machinery and tools—i.e., adapting themselves to a war of machines—lack of a sense of responsibility that comes from owning property and operating business establishments, and from lack of group consciousness. It took twice as long to train many Negro units as it did White units of the same branch. Thousands upon thousands were placed in special training units and instructed for periods ranging from one to six months, to try to bring them up to a level (4th grade) where they could comprehend the fundamentals of military training. Such a situation is a luxury which the South and the nation can ill afford. And in the future when war comes quickly, with less time for mobilization and training, and with communities thrown abruptly on their own by the paralyzing effects of atomic warfare, it is difficult to see how the country can get along at all with a large proportion of the people in ignorance.

Training of Negro officers presented a particularly difficult problem, and most civilian and military leaders seem to agree that you can't expect Negroes to have much heart for soldiering unless some of them at least have an opportunity of becoming officers. Negro officers not having had to bear responsibility in civilian life, were slow to assume it in the army; not having been looked up to by their race in civilian life, found it hard to command the respect of their men in uniform; and having been discriminated against as a race in peacetime, they tended to take sides with their men in disciplinary matters in the service.

It is not surprising that after spending a disproportionate amount of time and money trying to make first class soldiers out of second class citizens, the army failed to develop colored units that would stand the gaff of combat. The 92nd Division, only large Negro infantry unit that saw combat action in this war, was, to say the least, unimpressed

sive under fire.

But this matter of trying to make soldiers out of illiterate, unhealthy civilians is not just a matter of Negroes. Thousands of Whites had to be segregated for special training. Among Whites alone illiteracy in the South is twice that of the nation as a whole.

Many Negroes when given opportunities take advantage of them as quickly as any White. In recent army tests, Negro draftees from New York, Ohio, and Illinois ranked above the average of all white draftees from Mississippi, Arkansas, and Georgia. Colored platoons, organized from communications zone volunteers late in the war, placed in white companies as a fourth rifle platoon, under white lieutenants, gave a good account of themselves.

The South's problem is one of all the people. As Booker T. Washington put it so well, the white man cannot keep the Negro in the ditch without staying down there with him.

* * *

To make its full contribution to the nation the South must have money. It should seek Federal aid openly and without apology, especially for education. It has more children than any other part of the Nation, and less means to educate them with. Children for financial aid, and youth and vitality for material assistance, is not a bad swap for the nation.

The South should seek to induce the immigration of industry, at the same time taking precautions to seek only high type enterprises. It should not sell its soul for a mess of pottage by giving buildings and tax exemption to industries whose chief desire is to obtain labor for starvation wages. Only by becoming prosperous can the South hope to meet its social responsibilities. Edwin R. Embree in a recent speech in Alabama said: "Doubling the wages of labor would transform conditions in the South overnight for everyone, not only for workers, but for merchants, housewives, teachers, lawyers, doctors—even politicians and preachers."

An editorial in *Life* magazine summarizes the South's difficulties, including that of

race, thus: "A lot of fairly smart people believe that there is nothing fundamentally wrong with the South that the creation of about 5 million more jobs wouldn't fix. If and when that happens, the average Southern income would reach the national level. Another \$12 billion consequently would be poured into the American economy to the benefit not only of the South, but of one and all. Competent reporters see that day coming."

But economic prosperity, important as it is, is not in itself efficacious. The South must have a change of outlook and emphasis. It must give less concern to "keeping the nigger in his place," and more to making him a citizen who will pay his way in society. To quote Embree again: "Many white folks would rather stay poor than see Negroes prosper. Millions of good Southerners fight organized labor as if it were something alien and evil, although ninety-nine percent of all Southern people and their families are workers of one kind or another in offices or farms or factories. Sharecropping and tenancy, devised to continue a kind of slavery for rural Negroes, now exploits twice as many white tenants as colored—five and a half million white folks in cotton tenancy alone. Yet the system is fiercely defended even by the white victims as the only means of 'keeping Negroes in their place.' During the depression Southern politicians demanded that relief payments in the South be kept below the national scale, preferring regional poverty to the introduction of a decent relief standard for Negroes or poor whites."

And it is a known fact that much of the Southern opposition to federal aid in education springs from the fear that it will lead in some mysterious way to the promotion of "social equality."

In advocating a better lot for the Negro I am not talking about "social equality." I am talking about equality in education, equality in the courts of justice, and an economy where the Negroes' dollar will buy just as much in the way of private and public services as a white man's dollar, and you know as well as I know that this situation does not

exist today. In too many instances this talk of "social equality" is just a smoke screen that we white people throw up to keep from having to give the Negro his due in ordinary decency and justice.

The South must acquire more respect for scholarship and give less recognition to oratory and show. It must cease returning people to public office because at election time they drag out a string band of hill billy musicians to entertain the public and beat the drums of racial hatred, and then sit in their offices and do nothing in the long intervals between elections.

The South must indulge in more self analysis and criticism. Many people are afraid to admit that the South has weaknesses lest the Yankees hear about it and chide us for our shortcomings. The South has had too much of a tendency to keep one eye cocked to North since pre-Civil War days.

In the 1850's and early 1860's certain humanitarian leaders of the South attempted to launch a movement for reform of the institution of slavery. These leaders wanted for example to give the slaves the right of testifying in courts in certain types of murder cases, so that overseers who killed Negroes on remote plantations could not escape indictment simply because their vile acts were witnessed only by slaves. These reformers also wanted to enact legislation to prevent young children from being separated by sale from their mothers, and to repeal the laws forbidding masters teaching their servants to read and write. But these humanitarian proposals were quashed before they could gain momentum, on the ground that Southern admission of weaknesses in the slave system would provide grist for mills of Northern critics.

The South must become more tolerant of differing opinions. It must realize that an institution, a community, or a region cannot have a healthy intellectual and spiritual atmosphere unless people have the right to disagree, to challenge popular opinions. In pre-Civil War days the South would not permit teachers and other leaders to question slavery. President Barnard almost lost his job at the University of Mississippi because it was

charged that he expelled a boy for assaulting Barnard's Negro maid solely on the evidence of the maid's testimony. President Barnard was able to vindicate himself by convincing the investigators that he had grounds other than the slave's testimony for adjudging the young man guilty. In other words, he proved that he was sound on the slavery question. More than one college teacher lost his job because he was suspected of having unorthodox ideas on slavery. Francis Lieber, one of the most distinguished scholars in the South's history, failed to be chosen President of the College of South Carolina in 1855 because it was charged that he spent his vacations in the North, he was too national, he was a foreigner, he was not an advocate of slavery, and he was religiously unorthodox.

The South's embargo on differing opinions caused its schools to rank below that of the

North in the antebellum period. The South today must realize that it cannot have outstanding educational institutions without giving teachers the right freely to express their opinions. Difference of opinion and freedom of speech and thought are absolute essentials of sound thinking and enduring culture.

But if the South will only conserve and develop its resources, if it will only make better provision for all its people, if it will only engage in more self analysis and criticism, and be more tolerant of differing opinions, it may cease to be the nation's Number One Economic Problem. Because of its great wealth in material and people, it is already a land of promise, and if only full advantage is taken of its tremendous opportunity, the Land of Promise may veritably become the Promised Land.

GREAT BOOKS PROGRAM

The parish libraries of Louisiana may be holding Great Books discussions next year, if the enthusiasm for a Great Books Program, as manifested at the fall conference of parish librarians in Baton Rouge, continues.

Charles F. Strubbe, field representative of the Great Books Foundation, explained the Foundations program, which is sweeping the country since its beginning and popularization by the University of Chicago several years ago. Mr. Strubbe also gave a demonstration of the technique of a Great Books discussion, using the group of about seventy librarians and library trustees gathered at the meeting.

He stated that the purpose of the Great Books Program was not only to get people to read the classics, but to examine the ideas in these books in the light of individual and world-wide problems today. The Great Books Program is not a solution for all the world's woes, he said; but is an attempt to get people to bring rational thinking to the solution of current problems. "I am not a teacher, but

a man interested in reading, and in making an effort to spread reading", he said, "People who read the world's great books and handle the ideas they present in Great Books discussion, never go back to reading the *Saturday Evening Post* on a full-time basis."

If launched in Louisiana, the program begins with a training of groups of discussion leaders, by a representative of the Foundation, and these in turn will organize widespread Great Books discussion groups, under the sponsorship of local libraries.

Despite hurricane weather, the state-wide conference of parish librarians, held September 19 and 20 at Louisiana State Library and East Baton Rouge Parish Library was attended by representatives from 21 of Louisiana's 25 parish libraries, and a program of professional interest was carried through. Miss Bess Vaughan, as president of the Public Libraries Section of the LLA, Miss Marion Taylor, secretary, and Mrs. Max Schenker, East Baton Rouge Parish librarian, presided at the sessions.

EXPANDING HORIZONS

JOHN HALL JACOBS

President, Louisiana Library Association

A recent study by the University of Denver entitled "What—Where—Why—Do People Read?"¹ is disappointing reading for librarians. The opinion sampling survey revealed that large percentages of people are unaware of the existence of any library. It also found that relatively few people had any idea of how libraries are supported, or how many books they own, or what their program is. In cities where famous libraries are located, many citizens had never heard of them. One might suspect that some people live almost in the shadow of a library without once identifying it.

Another disappointing experience is to check the local sales records of certain magazines. Louisiana people buy magazines, but the percentage of those they buy is disproportionately high in favor of comics, wild west, and detective publications. Library registration of teachers in typical communities is not what one would like to find it. And how many public addresses give evidence of stimulating reading? What can be expected of the reading ability or literary appreciation of the coming generation?

In an important address at the San Francisco Conference of the American Library Association, one of our L.L.A. ex-presidents developed the subject of a maturity test for state library organizations.² It was recommended that the "convention program (be) outward, rather than inward, looking, in its general theme." The same recommendation might well be made for the entire program of our association, at least until minimum objectives have been reached. Should we not carry out a program necessary to widen the circle of influence of libraries? As an organization, there are opportunities of working with other organizations for mutual helpfulness. A good library speaker on the main program of the State Teachers Association would be invaluable in promoting cooperation. There should be developed closer intergroup relations, and at our conventions

should be found visitors from many walks of life.

Your executive board is mindful of its responsibility for expanding into new areas. One project will be to sponsor an award for the best published work about Louisiana during the year. A committee is already exploring ways and means of financing this project of interesting non-library groups, of establishing publicity channels, and of setting up criteria for selection. If this project can be well established and continued, the interest will be cumulative, and the benefits to the Association will include much more than just good effective publicity.

Librarians are afraid of politics, but they should not be afraid of politicians. It would be fine if they could bring political candidates to incorporate into their pleas for votes such statements as "I am a frequent user of libraries," "I keep up with the latest material on government," or "I favor the rapid extension of library service to all our citizens." It is expected that the Louisiana Library Association will send a representative to each candidate for governor for an interview concerning his reading. Let's hope the press will see fit to publish the results!

Another project contemplated by your officers is the compilation of a list of childrens' books about Louisiana. It is hoped that teachers and parents as well as librarians will serve on a committee to compile the list. It is also hoped that the finished product will be widely known as an interesting and useful work of the Louisiana Library Association.

Libraries should be well known by a vast majority of people who live near them, and library organizations should strive to extend this influence of libraries in all directions. If L.L.A. succeeds in this it has served its members well.

¹Denver University, Nat'l opinion research center. What—Where—Why—do people read? 1946.

²See next number of Bulletin.

THE WORK CONFERENCE IN IMPROVED SCHOOL LIBRARY SERVICE

FLORINELL F. MORTON

Director, L. S. U. Library School

A workshop has no courses, no professors, no assignments, no lectures, no examinations—thus, negatively, did Miss Velma Shaffer, Head, Department of Library Service, University of Tennessee, and Chief Consultant for the Work Conference in Improved School Library Service, define the workshop as an education technique at the opening session of that conference on July 21st. During the next three weeks participants came to realize that, though the workshop has no courses, there is continuity of program; though there are no professors, there is guidance; though there are no assignments, there is work to be done; though there are no lectures, there is much talk; and that, though there are no examinations, there is continuous evaluation.

The work conference had its inception in the interest of the Library Committee of the Southern Association of Colleges and Secondary Schools, through whose efforts funds were made available from the General Education Board to the Southern states for work conferences and scholarships during the summer of 1947. Most of the states used their funds for scholarships to be awarded to students who would begin their training for librarianship. A small portion of Louisiana's money was also so used but the major portion was allocated for a workshop to which school librarians would come in order to share their experiences, rethink their problems, and plan for the improvement of existing services. Twenty scholarships to pay in part the expenses of participants, and a salary for the chief consultant were made possible by General Education Board generosity.

The sponsoring agencies were the State Department of Education and the Library School of Louisiana State University, with the State School Library Supervisor and the Director of the Library School serving as co-directors. The conference was held on the campus of Louisiana State University where

the facilities of the Library School, the University Library, and the College of Education were made available. Dormitory space was provided by the University, and participants who lived on the campus, as a number did, found that the experience of living together complemented that of working together and was in itself an educational experience.

Parish superintendents were asked to suggest for the scholarship, librarians from their parishes, and on the basis of these suggestions the awards were made. Other librarians were invited to participate. Thirty attended for the entire three weeks, and several others came in for shorter periods of time.

One strength of the conference lay in the varied training and work experience of the participants. Fifteen were holders of the B.S. in L.S. degree, and one had a master's degree in Library Science. The other fourteen, nine of whom were students enrolled in the Library School for the summer term, had less than a full year of library training. All had had school library experience, some serving grades one to twelve, and others only the high school. One was a parish librarian and one was the head librarian of a small college. Several served in their schools as assistant principals, and one was the director of the materials bureau of her parish school system. Although the scholarship awards were made only to librarians serving in Louisiana schools, Texas, Mississippi, Georgia and Alabama were represented in the registration.

In true workshop tradition the co-directors in their pre-planning for the conference made arrangements for the physical needs of the group, secured the services of an experienced consultant, and only in a very general way planned the subject coverage of the conference. The scope of the conference, as indicated in its title, Improved School Library Service, was sufficiently broad to cover any problem that might conceivably be suggested

for conference emphasis. Participants came to the first day's sessions with their own recognized problems in mind, and the listing of these problems was the first step in the setting up of the objectives of the conference. The enumeration and definition of school library problems, and the grouping of them into the several study areas brought about a recognition of common needs, aided each in analyzing his own situation, and widened the span of interest of the participants. Experience in group thinking soon demonstrated to each that he had a contribution to make and a benefit to receive in the solving of every problem.

Three study groups were formed. Group A comprised those problems which affect the individual library situation, such as planning for service, meeting the needs, and evaluating the service. The members of this group gave as title to their study area: Working Together for Library Service to Grades 1-12. The title was well chosen, for the group emphasized the need for cooperation between administrator, teacher, pupil, and librarian. Participation in planning, executing, and evaluating library services was the keynote of group A's findings and recommendations.

Group B, looking beyond the individual library, sought ways to extend and improve library services through cooperation with other libraries within the parish school system, with the parish library, and with the state agencies. Inter-library Cooperation and Centralization of Library Service was the title given this study area. The group in surveying existing efforts and in exploring the possibilities for further development in inter-library cooperation found that the road to cooperation is a two way thoroughfare and that benefits go in each direction.

Group C, dealing with Some Special Problems of Administration, attacked such specific problems as building needs, organization of library materials, and pupil use of the library. Here the emphasis was on improvement of existing situations, and the approach was that of function and use. Objectives of the total school program were recognized as

determining the library's policies.

Participants assigned themselves to these three subject groups on the basis of their interests. The co-directors and the chief consultant served as consultants, each identifying herself with one group. Human resources from outside the group were utilized frequently. Principals and superintendents, supervisors of instruction, State Department of Education and Louisiana State Library personnel, the Laboratory School librarian and Library School and College of Education faculties were called upon for advice and suggestions for reaction to proposals, and their contributions played a large part in the shaping of the final reports. Stimulation and specific help came also from the two visitors sent by the General Education Board, Miss Nora Beust, Library Specialist, United States Office of Education, and Mr. William H. Shaw, Superintendent of Education, Columbus, Georgia, and member of the Library Committee of the Southern Association.

Progress reports were given to the general assembly so that each member could benefit by the work of the whole conference and could in turn make her contribution to the work of each group. Attack from the floor, defense by the group reporting, and suggestions for inclusion and deletion made at these report sessions resulted in final reports which reflect the thinking of the entire conference personnel. Working always within the framework of the total school program, the study groups undertook to secure the reaction of school administrators throughout the conference. The final session at which representatives of the administrative staffs of several school systems sat in panel to consider selected recommendations offered by each of the study groups for reaction and discussion provided a fitting finale to the conference and constituted its most interesting general assembly program.

A mimeographed report is soon to be issued so that each participant will have the findings and recommendations of the three study groups. The report will also contain reports of the work committees which con-

stituted the conference machinery and an evaluation of the conference by the participants. It is hoped that the report will be useful to those who in the future will hold workshops as well as to school librarians and administrators in their planning for library service.

The thirty librarians who attended the conference worked hard, but they took time out for relaxation, for play, and for their special interests. The Planning Committee working with the Activities and Assembly Committees undertook to maintain a balanced daily and weekly schedule of work and play. Interesting speakers were secured for the assembly programs, visits to libraries in the Baton Rouge area were arranged and a varied program of social recreation was offered. Free time for the pursuing of individual needs and interests was provided. That the group was permitted and perhaps en-

couraged to work too steadily is a valid criticism of the Planning Committee and staff, but that participants accepted so rigorous a program is truly an indication of their absorbing interest in the problems under consideration.

The comments received from individuals and reports of the Evaluation Committee and the workshop staff attest to the value of the conference. Experience in group thinking and in democratic procedures, and the association with others whose problems and interests are similar were as important as, and perhaps more important than the final recommendations over which the members worked so long and so earnestly; but these too, we venture to suggest, will result in improved school library service not only in the schools represented in the conference but throughout Louisiana.

DEMONSTRATION LIBRARIES IN LOUISIANA

Following is the statement of Sallie Farrell, field worker for the Louisiana State Library, at the hearing May 16, 1947, before the sub-Committee of the Committee on Labor and Public Welfare, United States Senate, on Senate Bill 48 providing for the demonstration of public library service:

"Mr. Chairman, gentlemen of the committee, I have been asked to meet with your committee, I am sure, because Louisiana has found successful and effective the same library demonstration plan that S. 48 would make possible all over the United States.

"Today, in Louisiana, parish libraries, as we call them instead of county libraries, have come into their own. Twenty years ago there was no library service to rural areas. Today, twenty-five out of the sixty-four parishes have parish-wide library service. Twenty-one of this number, and I think this is particularly interesting to note here, had access to library service for the first time through library demonstrations. So popular

now is the parish library movement in Louisiana that we have a waiting list of twelve parishes that are legally set up and waiting for service. It is like the automobile waiting list that you get on nowadays.

"Because of limited funds, the State library can put on only three demonstrations a year. The funds made available under the Public Library Service Demonstration Act would accelerate the whole program of library development and in our state would make library service available years sooner to the 885,000 people now without service.

"The library demonstration plan in Louisiana is exactly what the name implies. The State Library works on the theory that if adequate, efficient library service is demonstrated to the people of a parish for a year's time, the people will be so sold on the idea of service and so aware of its values and benefits that they will see fit to support it locally.

"During the demonstration year, the State

library furnishes a trained, professional staff, a book collection, magazines, administrative supplies, and a bookmobile when obtainable.

"The governing body of the parish and local communities provide quarters for the branch libraries, provide utilities, furniture, equipment, and the salaries of the part-time custodians. From the very beginning, the parish feels it has a definite part in the set-up and feels that it is their library.

"Our set-up in Louisiana is similar to what you saw in the film, 'The Wealth Within'; that is, we establish branch libraries in towns, and in the rural sections we have a bookmobile service that regularly stops at the country school, the filling station, the community store, and the country post office.

I do not think there is any other phase of our service that dramatizes a library more than the bookmobile.

In one of our central Louisiana parishes there is a bookmobile stop at a small country post office. For the past 5 years a woman has regularly met the bookmobile there in a pick-up truck and has hauled away books on every conceivable subject for the four or five families in her neighborhood.

"Down in Senator Ellender's parish there is a little bookmobile stop on one of our bayous. Patrons come in pirogues, the Cajun word for dugout, and meet the bookmobile. Just the other day I was visiting one of our demonstration libraries, and the librarian told me that there was one patron who pushed a baby buggy two or three times a week for a mile over a gravel road to get books.

"At the end of the demonstration it becomes the responsibility of the parish to finance the library. Just about three or four weeks ago, in a parish in southeast Louisiana, the people, after only eleven months of demonstration, voted overwhelmingly a mill and a half tax to maintain and support its library.

"I feel perfectly safe in saying that if these people had not seen what good, adequate library service was, they would never have voted a millage to support their library. The library demonstration is a sound business in-

vestment for the Louisiana parish and for the State. Although the State Library does withdraw its financial aid at the end of the demonstration year when the library becomes locally supported, it leaves intact the book collection and the bookmobile which have been used during the demonstration.

"On Tuesday night of this week down in south Louisiana in one of our very picturesque French parishes, we launched our newest library demonstration. It is a parish that is settled up and down Bayou Lafourche, which is known as the longest street in the world. Ten thousand and five hundred books, processed at the State library, were sent by transfer to this parish in south Louisiana. These books were selected with the needs and the interests of the people in mind. Many of the books were easy, popular-type reading. The cooperation of the local officials, of leaders and organizations, of everybody, was most heartening, and it was a delight to work with them.

"In this parish of 38,000 there are now six branches and, we hope to obtain a bookmobile, which we predict will give lively competition to the grocery store on wheels that goes up and down the bayou.

"At the opening program on Tuesday night, every local official who responded briefly to an introduction spoke of the time when the parish would support its own library.

"We could have moved much faster in Louisiana if we had spread our funds thin, but we felt it was more valuable and effective to give demonstrations of really adequate library service.

"We have not dissipated our resources but have concentrated them, making it possible for the parish to build its own library on a firm, solid foundation.

"As I am talking with you today, I cannot help thinking of a family of four little boys in a very rural section of our State who have been constant users of their parish library since its establishment a little over five years ago. When I was librarian in this parish, the two oldest, then preschool age, met the bookmobile every week to get their

picture books. I was back visiting that parish a few months ago, and two younger brothers had taken their place at the bookmobile stop, waiting patiently but eagerly with their dog, for the bookmobile which they knew would come. I learned that the two older brothers are now using a branch library which is located near the school to which they are transported by school bus.

"I think there is an urgency about our task in making books available and attractively

accessible to all children like these and to all adults who have never known the joys and benefits to be derived from reading."

Members of the Senate Sub-committee include: George D. Aiken, Vermont, chairman; H. Alexander Smith, New Jersey; Forrest C. Donnell, Missouri; Irving M. Ives, New York; Elbert D. Thomas, Utah; Allen J. Ellender, Louisiana; and Lister Hill, Alabama.

LOUISIANA IN PRINT

Edited by

MARGUERITE D. RENSHAW

Reference Librarian, Howard-Tilton Memorial Library

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In the May number *The story of Mrs. Murphy* by Natalie Anderson Scott was included by mistake. Natalie Vivian Scott is the New Orleanian.

WHAT OF FEDERAL AID?

When Congress adjourned in July the status of the Public Library Demonstration Bill was as follows:

In the Senate: S. 48 was reported favorably by the Committee on Labor and Public Welfare.

In the House: Hearings on H. R. 2465 will be held early next session, probably in January or February.

Copies of the hearing on S. 48 and of Senate Report 580 recommending passage of the bill may be obtained from members of Congress or from the Senate committee.

Favorable votes on the measure have been indicated by Senators Ellender and Overton,

and by Congressmen Hebert, Boggs, and Passman. The other Louisiana members of the House, Messrs. Brooks, Morrison, Larcade, and Allen, have indicated that they will consider the bill.

It has been decided that the kind of work needed this fall is through personal contact rather than through publicity. The publicity campaign will be intensified after the second session of Congress meets in January.

Suggestions from L. L. A. members as to methods of planting the seeds of publicity will be welcomed.

MILDRED HOGAN, Publicity Chairman,
L. L. A. Federal Relations Committee.

PEOPLE AND PLACES

Edited by

MATTIE SUE MOUNCE

Assistant Reference Librarian, Louisiana State Library

Mrs. Ella Lee Faulk, librarian of the Jennings Public Library, reports that the library had the biggest club in town this summer when it conducted a Vacation Reading Club of 402 members. The circulation of books was the largest it has been in seventeen years for this period. Almost half the club members received certificates for having read ten books, while one boy and girl read one hundred sixty books each.

Elizabeth Bulteman, of Many, Louisiana, is the new librarian of the Madison Parish Library. Miss Bulteman, a 1947 graduate of the L. S. U. Library School, succeeds *Anna Maria Cannaday*, who is now Mrs. Edmond Burns. Mrs. Burns is on the staff of the Louisiana State Library in the Extension Division.

Edmee Hanchey, who served for some time as a librarian overseas, was married on August 26 to Walter E. Elliott of Lompoc, California.

Calcasieu Parish Library's newest service is a Hospitalmobile, according to *Emily Spencer*, librarian. The Lake Charles Air Base Hospital was taken over by the Calcasieu Parish Police Jury, and the library moved in with the patients. Both patients and nurses are served.

John M. Dawson, assistant librarian of Howard-Tilton Library, has begun an extended leave for the purpose of continuing his studies in librarianship at the University of Chicago.

Nell Y. Russell, who resigned as head circulation librarian at Howard-Tilton, has been succeeded by *Mrs. Mary Bell Herndon*, who returns to the staff.

New staff members in the catalogue department of Howard-Tilton are *Muriel Haas*, *Pearl G. Carlson*, and *Lenore E. Sipes*. Miss Haas, a graduate of Newcomb College and of the L. S. U. Library School, was formerly a cataloguer in the Library of Congress, and

has attended the School of Library Service of Columbia University. Miss Carlson, who holds the masters' degrees from Chicago and Columbia, was former librarian at Southwestern College, Winfield, Kansas. Miss Sipes has recently returned to this country from Japan, where she did Army library work. She is a graduate of the University of Wisconsin, and is a master's candidate at the Graduate Library School of the University of Chicago.

Anna Mae Singer, who is now on the staff of the U. N. O., and who was formerly librarian of the Middle American Research Institute Library at Tulane, recently returned there for a visit.

Mrs. Elisabeth Ducros Shannon, order librarian at Howard-Tilton Library, died on June 20th of this year. Mrs. Shannon had been in the service of the library for thirty-five years. Her loss is a very great one and is keenly felt by all who knew her.

Mrs. Vlasta Dobrowsky, who has moved to Ithaca, New York, expects to join the staff of the Library of the New College of Agriculture of Cornell University. She has been succeeded as assistant in the Browsing Room of Howard-Tilton Library by *Mrs. Helen W. Kolb*, a graduate of the University of Wisconsin.

Mrs. Marjorie O. Paulsen is acting temporarily as order librarian at Tulane, and is assisted by *Mrs. Christine Moseley*.

Mrs. Ethel W. Usher, who fractured both bones in her right fore-arm in a fall in the Howard-Tilton Library on September 10, is again at work, and is recovering nicely.

The public catalogues of the Howard and Tilton collections, which have heretofore been kept separate, have been completely interfiled. A special all-staff filing project made possible the completion of this job in record time. The work, supervised by *Muriel Haas*, was under the direction of *Mrs. Adema Rasch*.

Lafayette Parish Library has three new staff members: *Johnny Wilma Barbre*, of Opelousas; *Mrs. Ida B. Williams*, of Lafayette; and *Anna Grace Mouton*, of Maurice. Miss Barbre and Miss Mouton are both 1947 graduates of the L. S. U. Library School, while Mrs. Williams is a graduate of S. L. I.

Mildred Hawthorn of the Rapides Parish Library staff has recently returned from a pleasant vacation spent in Colorado.

Bernice Goodman, who has received her B. L. S. degree from Our Lady of the Lake Library School in San Antonio, is at the information desk of the adult department of the New Orleans Public Library.

Three members of the graduating class of Ursuline College, 1947, have joined the staff of the New Orleans Public Library: *Doris Favret* and *Barbara Nix* at the main library, and *Juanita deGruy* at the Nix Branch Library. *Theresa Rousseve*, librarian of Branch Nine, has resigned to attend the library school at Atlanta University. She has been succeeded by *Mrs. Olga Hayward*, a graduate of Dillard and Atlanta, and formerly librarian at Grambling College, Louisiana.

Estelle Pitot, assistant in the children's department, *Mary L. Power* of the mending division, *Mrs. Bertha Barras* of Algiers Branch, *Mrs. E. D. Friedrichs*, and *Rene Labadie* of the Archives Department of New Orleans Public Library, accepted the new city retirement program on September 1.

Mrs. Ellen Tilger, graduate of the University of Illinois Library School and formerly associated with college and public libraries in Nebraska and Texas, is now on the staff of the Canal Branch of the New Orleans Public Library, while *Mrs. Etheldrea Scoggin*, Newcomb graduate, has joined the staff of Napoleon Branch.

Kay Werner, graduate of the Columbia School of Library Service is librarian of the Lafourche Parish Library Demonstration, which opened last May, with headquarters in Thibodaux. There are six branches "down the bayou." The staff has been working diligently to establish two bookmobile routes and to open a colored branch in Thibodaux.

Dorothy Duncan, 1947 graduate of the L. S. U. Library School is assistant librarian.

Marion Taylor, a member of the staff of the Webster Parish Library for the past five years, has been appointed to head the parish library system succeeding *Mrs. James Baird*, resigned. Miss Taylor is a graduate of Southern Methodist University in Dallas, and of the L. S. U. Library School. Two additional librarians on this staff are *Virginia McKinney* and *Esther Robichaux*. Miss McKinney, a former teacher and graduate of Northwestern State College, has had two summers of library training. She will be in charge of the Minden Branch of the library. Miss Robichaux, who will be in charge of the parish branches of the Webster unit, is a graduate of the L. S. U. Library School and of S. L. I. in Lafayette.

Mrs. Rubie Hanks, librarian of the Winn Parish Library, reports that in September, a group of people from all over the parish met at the library and organized the "Pine Hills Handicraft Project." The library has purchased many new books on this subject. On August 4-7, *Miss Mary Mims* and her assistant, *Miss Thelma Singleton*, cooperated with the Winn Parish Library in conducting a series of community recreational programs on all bookmobile routes. Mrs. Hanks has returned from attending the A. L. A. Conference in San Francisco and spending two months observing and studying the county library system in California. She spent most of the time in Santa Clara County, and also made visits to Contra Costa, San Mateo, and San Benito Counties, and to the city library of Colorado Springs, Colorado.

Mrs. Harry T. Moody, formerly with the N. E. A. Library, Washington, D. C., is a new member of Shreve Memorial Library staff. She is librarian at the Parkview Branch, succeeding *Mrs. Ruth Winstead*, who resigned. Two new departments have been added to Shreve Memorial Library's main branch: a Teen-Age department under the direction of *Mrs. William E. Rembert, Jr.*, and a Business and Technical Department administered by *Mrs. Florence Brawley*, ref-

erence librarian. In the Teen Corner are books for recreational reading, hobbies, skills, occupational information, and other teen-age interests. The collection will serve as a bridge between the juvenile and adult departments. Adult leaders of youth groups, parents, counselors, and teachers are encouraged to use the department. Accountants, bankers, government agencies, insurance agents, retailers, petroleum engineers, and others use the books in the Business and Technical section. Counter height shelving with paneled back was used to form two rooms, one on either side of the main lobby, for the new sections.

Eloise Brock, formerly librarian at Mansfield High School, and a 1947 L. S. U. graduate is now librarian of the Natchitoches Parish Library, replacing *Vivian Maddox*, who is in regional library work at Monticello, Arkansas. Miss Brock was replaced at Mansfield by *Mrs. R. U. Johnson*, also an L. S. U. graduate.

Helen Maestri, librarian of the Francis T. Nicholls High School offered a course called "Library Guidance for Teachers" at Loyola University during the summer.

Among those attending the summer session of the L. S. U. Library School were *Mrs. Lois Allen*, librarian at Fair Park High School, and *Lillian Gauthier*, librarian at Lafayette High School.

Elsie Owen, formerly librarian at Gueydan High School, is now on the staff at Southwestern Louisiana Institute. She was replaced at Gueydan by *Mrs. Laura Winchester Martin*.

Mrs. O. J. Henry (nee Zona Harper) has accepted a temporary position as periodical librarian at Northwestern State College. She plans to join her husband on Iwo Jima soon after Christmas.

Robbie Crane, formerly librarian of Oakdale High School, completed her work in library science at L. S. U. during the summer, and is now employed as one of the three librarians at Fair Park High School, Shreveport.

Ruby Moore of Fair Park High School

Library, *Alice Griffin*, librarian, Ruston High School, and *Mrs. Sibyl Y. Farr*, Librarian, Istrouma High School, Baton Rouge, worked during the summer in the Library Division of the State Department of Education under the supervision of Miss Sue Hefley, State Supervisor of School Libraries. They assisted with the revision of the *Louisiana List of Books for School Libraries*, and the preparation of the supplement to *Teaching Films for Use in Louisiana Schools*.

Mildred Hogg has recently been employed as librarian of the Oakdale High School.

Lola Cooper, a 1947 graduate of the L. S. U. Library School, is now in the Ouachita Parish High School Library, Monroe.

Jane Carstons, assistant librarian of the Training School at Southwestern Louisiana Institute, was employed by the New York Public Library during the summer.

Alexa McCain, who has been at Fair Park High School Library in Shreveport, has resigned to continue her studies in Bible literature at Northwestern University, Evanston, Illinois.

Mildred Crozier, librarian of Eunice High School, was married on June 12, in New Orleans to John C. Nicklos. Following the wedding, they went on a 24-day Caribbean cruise on the Alcoa Clipper. Mr. and Mrs. Nicklos are at home in Eunice.

Ruth Clark has returned to her duties at the Lake Charles High School following a leave of absence. *Mrs. James Leithead*, who substituted for her, is now in Chicago.

Mrs. Lucille T. Carnahan, librarian, Natchitoches High School, attended the library school summer session at Columbia University.

Gray Gillam joined the staff of Southeastern Louisiana College in September, while *Marjorie Miller* is working part-time in the cataloguing department, until she returns to the University of North Carolina to complete her degree in library science. Miss Gillam is a graduate of the East Carolina Teachers College and of the University of North Carolina.

Anna P. Davis attended A. L. A. in San Francisco and Columbia University Library

School during the summer session. Miss Davis is librarian at Southeastern.

Elizabeth Johnson, formerly reference librarian at Louisiana State Library and editor of this column, was married to Dr. Paul H. Guilfoil of New York City on September 16 at the home of her sister and brother-in-law, Mr. and Mrs. Roger Richardson. Following the ceremony, a reception was held on the lawn of the Richardson home. The couple are making their home in New York, where Dr. Guilfoil is a resident physician at the Methodist Hospital in Brooklyn.

Dorothy Bass, librarian of the Social Welfare and Government Library of L. S. U. resigned in September to go to Oil City as high school librarian.

Mrs. Margaret T. Lane, Law Librarian of L. S. U., attended the 40th annual convention of the American Association of Law Libraries at Santa Fe, New Mexico in June.

Florien McKnight, librarian of the Esso Laboratories of the Louisiana Division of the Standard Oil Company of New Jersey in Baton Rouge, attended a meeting of petroleum librarians of the New York-Philadelphia area and another of librarians of the affiliates of the New Jersey Company, in September.

Mary Rose Robertson, formerly at the L. S. U. Library, is with the 13th Constabulary Squadron in Europe. Stationed at Coburg, she supervises a hospital library in Bayreuth and runs a bookmobile in her area.

Kathryn Hanley has returned from Paris where she was with the Army Library Service, and is the new librarian of the Tangipahoa Parish Library. She replaces *Elizabeth Cammack*, who is the librarian of the new Iberville Parish Library Demonstration which will open the latter part of October.

Charlotte Holbrook of Rayne is a new assistant in the College of Law Library of Tulane University. Leonard Oppenheim, librarian, announces that the library has moved into its new quarters, the old Tilton Memorial building which has been completely remodeled.

Verlyn Cutrer Sanders, an L. S. U. Library

School graduate, is librarian of the newly organized library of the California Company, which is in the Canal Bank Building in New Orleans. The library will include books about petroleum, paleontology, and other aspects of the work of the company.

W. D. Postell, librarian of the L. S. U. Medical School Library, addressed the Women's Auxiliaries of the State Medical Society of Shreveport and of Monroe on October 8 and 9. His subject was the need for preserving our cultural medical items.

Ab Jackson, director of the library of the International House in New Orleans, with the help of H. B. Lackey, the district manager of the Southern Bell Telephone and Telegraph Company, is making a collection of telephone books of all major cities of Latin American countries and of the United States.

Mary Louise Goodwin has returned from her position in New York, and is now librarian at Charity Hospital Nursing Education Library in New Orleans. *Ellen Giglio* is the new secretary-typist in the library.

Gene Ellis has replaced *Marion Wilbert* as library assistant in the Charity Hospital Medical and Patients' Library in New Orleans.

Helen Boyd, librarian of the Louisiana Branch of the U. S. Department of Agriculture Library reports that their library has been moved from the McFadden home in City Park to a new location on the tenth floor of the Federal Office Building facing Lafayette Square in New Orleans.

Mary Ann Eidson has an internship for one year as an assistant in the library of the Orleans Parish Medical Society and the Tulane University Medical School.

The only army librarian still employed in the New Orleans area is *Mary Grainger*. She is post librarian at the New Orleans Personnel Center of the New Orleans Port of Embarkation, located at the former New Orleans Army Air Base. With a collection of 4000 books, the library is giving service to the personnel of the post and to the station hospital there.

Mrs. Lena Marcy, librarian at Loyola University for the past twenty years, was mar-

ried to Mr. Louis Field this summer. She has resigned her position and is living in Long Beach, California. *James W. Dyson* has replaced Mrs. Marcy as librarian at Loyola. Mr. Dyson, who holds degrees from Little Rock College and from Peabody College for Teachers, has had a variety of experience in library work, and was assistant professor of English at Loyola during the 1946-47 session before being appointed librarian in September.

Announcement is made of a new \$600,000 library building to be begun at *Loyola University* this fall. The architecture will be similar in style to the other campus buildings. The first floor will be occupied by a science collection, the second, by liberal arts. There will be two additional floors of reading rooms and four levels of stacks.

Clara Griffon is the new circulation-reference librarian at Loyola University. Miss Griffon was formerly librarian at Baton Rouge High School.

Lily Mouton has resigned as librarian of the College of Pharmacy of Loyola University and is now with the Cossitt Library in Memphis.

Mrs. Annie Ruth Randle is the new assistant in the chemistry library of L. S. U. *Gayle Dahmer*, who previously held this position, is librarian of a welding company library in Perth-Amboy, New Jersey.

Mrs. Helen Adams Reich became librarian of the Library School Library on September 1, which position she held prior to her departure in 1945 for overseas service with the War Department. Since her return last fall she has been serving as librarian of the College of Education Library. *Alice McSpadden*, a 1947 graduate of the Library School who also holds the master's degree in education, succeeds Mrs. Reich as librarian of the College of Education Library.

Other recent appointments to the L. S. U. Library staff are *Harriet Lowery* in the circulation department, *Mrs. Ferne S. Turner* in the Agriculture-Biology Library, and *Mrs. Ethel K. Colquitt* in the newspaper department.

Guy R. Lyle, Director of Libraries at L. S. U., and *Dr. Andrew J. Eaton*, Associate Director, returned in August from summer appointments on the faculty of the Columbia University School of Library Service.

At the close of the summer session at Northeast Junior College in Monroe, *Mary Clay*, librarian, went to Washington to attend lectures in the National Archives given under the auspices of the Graduate Division of the School of Social Science of the American University. The class made observation tours to the Library of Congress and the Hall of Records for the State of Maryland at Annapolis.

Mrs. Louise Gray Lemert, assistant librarian at Northeast Junior College, and her husband, Harry M. Lemert, head of the Music Department, attended the summer session of George Peabody College.

Mrs. Y. L. Pinkston of Monroe is a new assistant in the Northeast Junior College Library. Mrs. Pinkston is a graduate of L. S. U.

During the summer of 1947, the name of *Mary Clay* appeared on the editorial page of two professional publications. She was a member of the Editorial Committee for *Classified List of Reference Books for College Libraries*; and as national chairman of the Junior College Section of A. C. R. L., she edited the first *Progress Report* on the year's activities of the section.

Mary Alice Peairs of Des Moines, Iowa, a graduate of Peabody College, is the new circulation librarian at Northwestern State College.

Mrs. Warren Tracy, who returned to the state last spring, has a part-time position in the order department at Northwestern.

Eugene Watson, librarian at Northwestern, has been named to membership on the Recruiting Committee of the Association of College and Reference Libraries of the A. L. A.

Adele Greenberg, a graduate of the University of North Carolina Library School, has joined the staff of Louisiana Polytechnic Institute as assistant in the circulation department.

Mrs. Maude G. Green has retired after

22 years of service in the L. P. I. Library. Her place in the circulation department has been filled temporarily by the appointment of *Mrs. Gladys Stinson*, who for the past year and a half has administered the Lincoln Parish Foundation Library.

Mrs. Lellah H. Lyle, librarian of the Richland Parish Library, reports that the Police Jury has appropriated funds to enlarge the headquarters library building to more than double its present size.

Norris McClellan, Library School, L. S. U., *Genevra Washburn*, librarian, Neville High School, Monroe, *Dr. Margaret Herdman*, Li-

brary School, L. S. U., and *Sue Hefley*, Supervisor of School Libraries, Department of Education, attended the Institute of the Graduate Library School, Chicago. Miss Hefley presented a paper, *Evaluation of the School Library as a Communication Center*.

Sue Hefley was elected vice-president of the Division of Libraries for Children and Young People, A. L. A., at the San Francisco convention.

Mrs. O. D. Moore, librarian, Many High School, served as chairman of the Work Conference in improved school library service at L. S. U.

L. L. A. CONSTITUTION AND BY-LAWS

CONSTITUTION

Article I, Name

The name of this Association shall be the Louisiana Library Association.

Article II, Object

The object of this Association shall be to promote the library interests of the State of Louisiana.

Article III, Members

Any person or institution interested in promoting the object of this Association may become a member upon payment of the annual assessment.

Article IV, Officers

The officers of the Association shall be a President, two Vice-Presidents, a Secretary, Treasurer and a Parliamentarian, to be elected at the annual meeting. The first Vice-President shall be the President elect.

Article V, Executive Board

The officers, with the retiring President, shall constitute the Executive Board, which shall have power to act for the Association in intervals between meetings, including the filling of vacancies in office.

Article VI, Meetings

The Association shall hold an annual meeting at such time and place as the Executive Board may decide.

Article VII, Committees

Committees shall be of two types, Standing and Special.

Article VIII, Bulletin

The Louisiana Library Association Bulletin

shall be the Official Organ of the Association.

Article IX, Amendments

This Constitution may be amended by a two-thirds vote of those present at any regular annual meeting after thirty days' previous written notice has been given the membership.

BY-LAWS

Article I, Elections

- a. The Nominating Committee shall prepare and present a ticket at the first business session of each annual meeting, when the election of the officers will take place for the ensuing year. A majority of members present shall be necessary to elect.
- b. In case of no annual meeting, or at the discretion of the Executive Board, officers may be elected by mail ballot. Such elections shall take place at least sixty days before the end of the fiscal year. A majority of ballots cast shall constitute an election.

Article II, Duties of Officers

- a. It shall be the duty of the President to preside at the meetings of the Association and of the Executive Board, to sign all orders drawn on the Treasurer and any contracts authorized by either the Board or the Association.
He shall appoint the standing committees with the consent of the Executive Board,

and such special committees, without such consent, as he may think necessary to carry on the work of the Association.

- b. The Vice-Presidents in their order shall act for the President during his absence or inability.
- c. The Secretary shall keep the minutes of the Association as well as those of the Executive Board and have custody of all current* records and paper belonging to the Association. He shall conduct the correspondence, execute the orders of the President, and make a written report of his work at the annual meeting. (*current refers to the present and last fiscal year.)
- d. The Treasurer shall collect and have custody of all moneys and dues belonging to the Association and keep correct accounts, sign all vouchers or checks when authorized by the President and Executive Board, and make an itemized written report at the annual meeting. Bond may be furnished by the Association upon request of the Executive Board.
- e. The Chairman of each committee shall upon request submit a written report to the President ten days before the annual meeting.
- f. The President shall, for the benefit of the Association, at the annual meeting, review the work of the Executive Board and of the several committees, either orally or in writing.
- g. (Added) After the annual election the incoming and retiring Executive Boards shall confer and work together until the end of the fiscal year at which time the incoming Executive Board assumes its full responsibilities.

Article III, Membership

- a. The annual dues for Individual memberships shall be \$2.00; Institutional memberships \$5.00 and Sustaining memberships \$25.00.
- b. One-fourth of the Individual and Institutional calendar year dues shall be allocated to the Section of the Association designated in writing by each member upon the payment of dues (allocation of Sectional dues will be based on the count of Sectional memberships at the end of the fiscal year immediately past.)
- c. Sustaining membership dues shall be kept separate from the general fund and used for Association approved activities.

Article IV, Sections

- a. Sectional groups may be created within the Association after written petition to and the approval of the Executive Board with final action by the Association.

Article V, Manual

- a. The L. L. A. Manual shall be the Official Handbook for the Association.

Article VI, Depository

- a. The Louisiana State Library shall be the official depository for the Association's records.

Article VII, Parliamentary Authority

- a. Robert's Rules of Order shall be accepted authority in this Association.

Article VIII, Amendments

- a. These By-Laws may be amended by a majority vote of the enrolled members present at any business session at any annual meeting.

SOS CALL

The Louisiana State Library is sending out an SOS for librarians. The need is desperate. Two established parish libraries are without librarians. One demonstration library, scheduled to open the last of this year, has no professional staff. The State Library

has four vacancies on its headquarters staff.

Will persons interested in positions contact for further information Miss Essae M. Culver, State Librarian, Louisiana State Library, Box 131, Baton Rouge? And will persons knowing those who might be interested in positions advise Miss Culver?

L. L. A. TREASURER'S REPORT, 1946-47

RECEIPTS

Balance on hand July 1, 1946.....		\$ 416.06
Dues for 1946-47 and 1947-48.....	\$ 823.00	
Old Bank Account.....	4.13	
Convention.....	371.59	
Postage for back issues of Bulletin.....	0.50	

Total \$ 1199.22

Total Receipts \$ 1615.28

EXPENDITURES

Bulletin (Annual subsidy).....	\$ 300.00
Convention.....	474.73
Const., By-Laws and Manual Committee.....	4.15
Certification Committee.....	3.46
Federal Relations Committee.....	20.91
Salary, Staff & Tenure Committee.....	0.85
Publicity Committee.....	25.83
A. L. A. Contributing Membership Dues, 1947.....	25.00
Louisiana Legislative Council Dues, 1947.....	25.00
Southwestern Lib. Assn. Dues, 1947-48.....	32.50
Exchange (Bank charges).....	0.90
College & Reference Section.....	25.00
Public Library Section.....	35.00
School Library Section.....	42.71
Trustees' Section.....	9.09
Brochure, "Be a Librarian".....	106.05
Miscellaneous Expense (Executive Board).....	67.23

Total Expenditures 1198.41

Cash Balance June 30, 1947..... \$ 416.87

Bonds on hand (Purchase value)..... 518.00

Total Assets 934.87

LIABILITIES (Allocated for 1947-48)

College and Reference Section.....	\$ 31.72
Public & Regional Section.....	46.75
School Libraries Section.....	38.50
Trustees Section.....	14.16
Bulletin.....	300.00

Total Liabilities \$ 431.13

WILL OF THE LATE AUGUSTINE AURIANNE

Article 7

My antique jewelry to be sold and the proceeds to be given the New Orleans Society for the Prevention of Cruelty to Animals. I

leave the American Library Association the residue of my Estate in Trust, to be used in making annual awards for a suitable number of years in their discretion, for the best Juvenile book on animal life, factual or fanciful, of no less than one hundred pages, and to be

awarded on a competitive basis, the competition to be properly publicized and to be open to the general public. Out of the fund, five hundred dollars shall be retained for its services and be expended in executing this trust. This fund is to be known as the Pierre Auri-
anne, Jr. and Adele Auri-
anne Memorial
Fund for promotion of humaneness in the
young. New Orleans, April 10, 1947.

GIFTS AND EXCHANGES

The Gift and Exchange Division of Louisiana State University announces that it has for free distribution to Louisiana Libraries a substantial number of copies of the follow-
ing: (1) Journal of Southern History vols.

1-4, 1935-1938 (less index to vol. 4; (2) de la Houssaye, Mme. S. Pouponne et Balthazar, nouvelle acadienne. Nouvelle-Orléans, Lib. de l'Opinion, 1888; (3) Aspects of a world at war. Radio forums of the Louisiana State University, edited by Robert B. Heilman. 1943; (4) Instituto Brasileiro de Geografia e Estatística. Brazil, 1938, a new survey of Brazilian life; (5) Hoover, Herbert, & Hugh Gibson. The problems of a lasting peace. Doubleday, 1943.

Address requests to: Gift & Exchange Division Louisiana State University Library, Baton Rouge 3, La. Shipping charges to be paid by the requesting Libraries.

BULLETIN FINANCIAL REPORT, 1946-47

RECEIPTS

Amount brought forward from Volume 9			\$ 129.11
Louisiana Library Assn. Subsidy		\$300.00	
Subscriptions		13.50	
Advertisements No. 1	\$ 125.00		
" No. 2	115.00		
" No. 3	175.00		
" No. 4	105.00	520.00	833.50
Total Receipts			\$ 962.61

EXPENDITURES

Transportation of Bulletins to Baton Rouge	\$.75		
Postage Used	8.62		
Printing of Letterheads	7.73		
Bank charges	5.29		
Miscellaneous Expense	1.34		
			23.73
Printing, Number 1	\$ 188.75		
" " 2	189.70		
" " 3	231.00		
" " 4	202.40		
			811.85
Total Expenditures			\$ 835.58
On hand end of Volume 10			\$ 127.03

TEEN-AGE BOOK REVIEWS

The program of the Teen-Age Reviewers, who are boys and girls representing all public, private, and Catholic schools in New Orleans as well as outstanding youth organizations, are conducted under the auspices of the New Orleans Council of Parent-Teacher Associations, through the courtesy of Radio Station WDSU, and with the assistance of the New Orleans Public Library.

The program is a review and extemporaneous discussion of a book carefully selected by each group. The object of the program, of course, is to stimulate the critical reading of more good books by boys and girls. The Parent-Teacher Association has received the enthusiastic support and cooperation of school officials and leaders of education in New Orleans, and is pleased to have received many expressions of approval following the first broadcast on last Saturday, Oct. 4th.

Interest and cooperation shown by book dealers in the city has been most gratifying. At present the broadcasting group each week is being presented twelve books of their choice as additions to their libraries, and more are expected as additional book dealers are being acquainted with the program.

BOOKS DISCUSSED

October 4th "RED HERITAGE" by Merritt P. Allen. Reviewed by members of Junior Red Cross.

October 11th "LIGHT OF STARS" by Evelyn Wise. Reviewed by students of Sacred Heart of Jesus High School.

October 18th "SEVENTEENTH SUMMER" by Maureen Daly. Reviewed by students of Mt. Carmel Academy.

October 25th "PRIDE AND PREJUDICE" by Jane Austin. Reviewed by students of John Mc Donough High School.

OUTLINE OF INSTRUCTIONS

1. Participants must be in Young People's room of New Orleans Public Library, 1031 St. Charles Ave. not later than 9:30 A. M. on day of broadcast.

2. A Hospitality Committee of five (5)

adults will be on hand at each broadcast. Two members of this committee will be mothers of boys and girls in the participating group; the other two members will be supplied by the New Orleans Council of P. T. A. Miss Anita McGinity, of the Public Library, will be chairman of this committee and will instruct members when they report at 9:30 A. M. on the day of the broadcast. Vice-Chairman will be Mrs. Preston Arnoult, Mrs. George Frank, and Mrs. C. W. Chachere, Jr.

3. There should be approximately twenty (20) reviewers, one of whom will assume chairmanship of the group.

4. One participant must be prepared to give a 3 minute summary of book being reviewed.

5. Following the extemporaneous discussion of the selected book (15 to 17 minutes), another "Reviewer" will give a 1 minute summary of discussion. Skeleton outline for this should be prepared in advance.

6. Please call Mr. Jim Young, WDSU, Ra. 7135, at least one week before broadcasting for an appointment so that he may meet with your group to instruct in radio technique.

7. Special guest at each broadcast will be an author, distinguished person from the literary world, or prominent citizen, who will speak for 3 or 4 minutes.

8. Guest may be selected by group or name may be secured from list compiled by Mr. Logan, New Orleans Public Library, Ra. 7721. Please submit name of guest at the same time that title of book is submitted—or if you desire that we contact a guest for your program kindly submit the request at that time.

9. Title of book to be reviewed should be presented to Mr. John H. Jacobs, Chairman of Book Selection Committee, New Orleans Public Library, not later than six weeks before broadcast date. Mr. Jacobs, Father Bezou, and Mrs. Alice C. Lazarus, who compose the Book Selection Committee will check suitability of book and prevent dupli-

cation. Upon request a list of suitable books suggested by this Committee will be mailed to any participating school.

10. Books for your school or group library will be awarded participants each week. Please list titles of eight (8) books which you would like to receive and mail to Mrs. Edwin H. Blum, 7524 St. Charles Ave., N. O., La.

11. A prize will be presented each week to a member of the audience—drawing of lucky name to take place at 9:50 A. M. ten (10) minutes before broadcast time.

12. Mimeographed announcements of books to be reviewed during each month will be distributed to all participating schools and groups. Please display these announcements prominently.

13. Please publicize these broadcasts through your school papers and your school notes in the newspapers. Members of all groups are invited to attend all broadcasts. The capacity of the room is limited to approximately 200. Ask visitors from your group to come early.

NATIONAL CONFERENCE, CHRISTIANS AND JEWS

Mobile book shelves, each containing thirty books on the general subject of democracy and freedom, will be placed in the high schools of New Orleans during the present school year by the local committee of the National Conference of Christians and Jews. The books have been selected for the purpose of giving students a better understanding of the diversity of nationality and creed in America, and the importance of tolerance and understanding to the practice of good citizenship.

Fiction and biography, as well as books dealing directly with tolerance, freedom, and the rights of all people, are included among the titles. Each book shelf is attractively designed and opens up to display a colorful poster reading "Books for Young Americans" below which appears the statement: "The spirit of tolerance, justice and fair-play must win over prejudice, injustice and hatred if America is to remain united and strong, and lead the world to peace and freedom." Each book shelf will remain in a school for two or three months, depending upon the size of the school. Reading certificates will be awarded to students who read five or more books.

The National Conference of Christians and Jews was founded in 1928 on the initiative of Charles Evans Hughes, Newton D. Baker, and S. Parkes Cadman. Through a nation-

wide organization with offices in sixty cities, the Conference is working to strengthen our national unity and our democratic traditions by reducing religious prejudice and promoting attitudes of respect and good will. The New Orleans office of the Conference was established in 1944.

American Brotherhood Week, which is observed nationally each year during the week of Washington's Birthday, is sponsored by the Conference.

HIGH SCHOOL BOOK SHELF

I. BOOKS FOR STUDENTS

All-American—John R. Tunis. A vigorous novel about the football team of a large city high school. Should be read by all those who believe in good sportsmanship and fair play.

All About Us—Eva Knox Evans. Story of the races of mankind based upon scientific facts. Humorous, interesting and simple.

American Counterpoint—Alexander Alland. A study in photographs of the people of our country, which is strong because of their likenesses and differences. A graphic plea for goodwill.

For The Rights Of Men—Carl Carmer. A collection of stories about some of the American pioneers of freedom, some well-known, some generally overlooked.

Glass House Of Prejudice—Dorothy W. Baruch. The author's widespread experi-

ence enables her to present a penetrating analysis of prejudice and to suggest realistic ways of overcoming it.

Hay Solomon—Howard Fast. An exciting biography of a little-known patriot who struggled to finance the Revolutionary Army and gain security for the young nation he passionately believed in.

The Jewish Contribution To Civilization—Cecil Roth. An amazing record of contributions made by Jews to many aspects of life.

Keystone Kids—John R. Tunis. An outstanding book about two brothers who struggle to win success with a major league ball team. A stirring story that deals courageously with one of the most serious problems facing America today.

Men Are Brothers—Eva Taylor. This book should be read by every young person who believes in democracy. Its thesis is: the foundation of liberty is the recognition of the common brotherhood of men.

One God—The Ways We Worship Him—Florence Mary Fitch. An outstanding book about the three great religions which will help students to understand and respect the different ways people worship God.

The Religions Of Democracy—Finkelstein, Ross and Brown. The writers, a Catholic, a Jew, and a Protestant, interpret their own faiths. The only volume of its kind.

The Springfield Plan—A Photographic record by Alexander Alland and James Waterman Wise. A popular interpretation of the "American Plan" in educating for democratic citizenship demonstrated so effectively by the public schools of Springfield, Mass.

Tradition—Anne Emery. A group of teenagers help a Japanese-American family find a place in the community.

White Shadows—Guy Nunn. The story of a Mexican family's struggle for a better life in America.

Within Our Gates—Edited by Mary B. McLellan and Albert V. DeBonis. Stories and essays about culture groups comprising America. Written by prominent authors with discussion outlines and bibliographies.

You And The United Nations—Lois Fisher. The organization and work of the United Nations is presented in simple language and illustration.

II. BOOKS FOR TEACHERS

Democratic Human Relations—Hilda Taba and William Van Til, Editors. Prepared by a committee of the National Council for the Social Studies. Based on a careful study and a nation-wide survey of outstanding school practices in intergroup and intercultural education.

For Us The Living—John J. Mahoney. The fruit of 23 years of experimental teaching, this book should motivate all teachers to share their responsibility in civic education.

History Of Bigotry In the United States—Gustavus Myers. A comprehensive study of manifestations of bigotry and intolerance in the United States from Puritan days down to the present.

Intercultural Education In American Schools—William E. Vickery and Stewart G. Cole. An introduction to the problem of the responsibility of the schools for improved relations with members of minority groups in our American community—with proposals of recommended educational methods.

Let's Talk It Over—Leonard Aries. A manual to serve as an introduction in the field of better human relations.

Religion And The Good Society—Benson Y. Landis. Parallel statements about society from Protestant, Catholic and Jewish sources.

The Religions Of Democracy—Finkelstein, Ross and Brown. The writers, a Catholic, a Jew, and a Protestant, interpret their own faiths. The only volume of its kind.

LOUISIANA LIBRARY ASSOCIATION CONFERENCE

April 1, 2, and 3, (1948) Virginia Hotel, Monroe

LOUISIANA LIBRARY ASSOCIATION MEMBERSHIP

- Abbott, Edith, Assistant, *East Baton Rouge Parish Library, Baton Rouge.*
- Abramson, Debora R., Asst. State Librarian, *La. State Lib., Baton Rouge.*
- Acadia Parish Library, *Crowley.*
- Adams, Kathryn, Librarian, *Rapides Parish Library, Box 1032, Alexandria.*
- Alben, Mrs. A. O., Asst. Librarian, *Centenary College Lib., Shreveport.*
- Bahlinger, J. Andrew, Treas., *Library Board of Control, East Baton Rouge Parish Library, Baton Rouge.*
- Baird, Mrs. Ruth Reagan, *Minden.*
- Barras, Mrs. Bertha, Asst., *Algiers Branch, N. O. Public Library, New Orleans.*
- Barrett, May, Asst. in charge, *Algiers Branch, N. O. Public Library, New Orleans.*
- Barrow, Frank L., Pres., *Library Board of Control, East Baton Rouge Parish Library. C/O Pan American Life Insurance Company. La. Natl. Bank Bldg., Baton Rouge.*
- Bennett, Lena Davis (Mrs. James Gordon) *978 America St., Baton Rouge.*
- Bennett, Mrs. Margaret Ann, Asst. in Extension Dept., *Louisiana State Library, Baton Rouge.*
- Bentrup, Mrs. W. C., *Stephens Memorial Library, S. L. I., Lafayette.*
- Beridon, Dora Leonie, Librarian, *Pointe Coupee Parish Library, New Roads.*
- Berly, Kathryn, Librarian, *Minden Elementary School, Minden.*
- Berry, Nora, Branch Librarian, *Springhill.*
- Biedenbarn, Mrs. Bernard, *Ouachita Parish Public Library Board of Control, Monroe.*
- Blessey, Marion, Ref. Librarian, *L. S. U. Medical School, New Orleans.*
- Bogard, Lela T., Lib. Assistant, *L. P. I., Ruston.*
- Bond, Dewey D., *Library Board of Control, East Baton Rouge Parish Library, Baton Rouge.*
- Boone, Inez, Asst. Librarian, *Shreve Memorial Library, Shreveport.*
- Bowie, Esther, Librarian, *Warren Easton High School, New Orleans.*
- Bradford, Katie M., Librarian, *Columbia High School, Columbia.*
- Bradford, Mary, Asst., *Adult Dept., New Orleans Public Library, New Orleans.*
- Breaux, Candide, Librarian, *Loreauville High School, Loreauville.*
- Brignac, Etta, Teacher-Librarian, *Dutchtown H. S., Dutchtown.*
- Brooks, Claude M., Librarian, *Hammond Branch, Tangipahoa Parish Library, Hammond.*
- Brooks, Mrs. R. T., *Lafayette Parish Library, Lafayette.*
- Brown, Mrs. Mildred, Librarian, *Bastrop Central School, Bastrop.*
- Butler, Mrs. Kenneth S., Librarian, *Bossier High School, Bossier City.*
- Callaghan, Rosilia H., Librarian, *School of Journalism, L. S. U., Baton Rouge.*
- Cameron, Grace R., Librarian, *Coates Laboratory, L. S. U., Baton Rouge.*
- Cammack, Elizabeth, Librarian, *Tangipahoa Parish Library, Amite.*
- Camp, Mabel, Librarian, *Haynesville High School, Haynesville.*
- Campbell, Mrs. Ruth, Librarian, *Louisiana Collection, L. S. U. Library, Baton Rouge.*
- Cannaday, Anna Maria, Librarian, *Madison Parish Library, Tallulah.*
- Cantwell, Frances (Mrs. Leon R.), Librarian, *Winnfield High School, Winnfield.*
- Carnahan, Lucille T. (Mrs. Leo), Librarian, *Natchitoches High School, Natchitoches.*
- Carnegie Library, *Lake Charles.*
- Carstens, Jane Ellen, *Hamilton Training School, S. L. I., Lafayette.*
- Sr. Catherine, *St. Joseph High School, 417 South Roman St., New Orleans.*
- Catlett, Patricia, Asst. Librarian, *Southeastern La. College, Hammond.*
- Cazayoux, Vivian B., Cataloger, *Louisiana State Library, Baton Rouge.*
- Mother Cecilia Moore, O. S. U., Librarian, *Ursuline College Library, New Orleans.*
- Chouest, Loretta McCabe (Mrs. M. A., Sr.), Asst. Principal, *Golden Meadow High School, Golden Meadow.*
- Clark, Ruth, Librarian, *Lake Charles High School, Lake Charles.*

- Clarke, Mrs. Velma L., 7 Keever St., Sulphur.
- Clay, Mary H., Librarian, Northeast Jr. College, L. S. U., Monroe.
- Clay, Mrs. Maud Oakland (Broussard), Librarian, 8th Army Headquarters, Special Service Section, A. P. O. 343, C/O Postmaster, San Francisco, Calif.
- Coltharp, Jennie Sue, Librarian, Metairie Park Country Day School, New Orleans.
- Concordia Parish Library, Ferriday.
- Cook, Tressie, Readers Adviser and Asst. Professor, S. L. I., Lafayette.
- Cormier, Mrs. Evelyn Stuart, Librarian, Behrman High School, Algiers.
- Mother H. Corrigan, Librarian, College of the Sacred Heart, Grand Coteau.
- Cowart, Annie Stewart, Librarian, Livingston Parish Library, Albany.
- Cox, Mrs. Hilda Strauss, Librarian, Rabouin Vocational School, New Orleans.
- Culbertson, Louise, Asst., Adult Dept., New Orleans Public Library, New Orleans.
- Culver, Essae M., State Librarian, Baton Rouge.
- Cunningham, Nell, Librarian, Caddo Parish, Shreve Memorial Library, Shreveport.
- Cusimano, Virginia, Asst. in charge, Royal Branch, New Orleans Public Library, New Orleans.
- Dahmer, Gayle Paula, Asst. Librarian, Chemistry Library, L. S. U., Baton Rouge.
- Daniels, Mrs. Will C., Librarian, Laboratory School, L. S. U., Baton Rouge.
- Davis, Anna P., Librarian, Southeastern La. College, Hammond.
- Davis, May, Librarian, Bogalusa High School, Bogalusa.
- Dawson, John M., Asst. Librarian, Howard-Tilton Memorial Library, Tulane University, New Orleans.
- DeGrummond, Mrs. Lena, 215 Logan St., Sulphur.
- DeSoto Parish Library, Mansfield.
- Dolhonde, Odette, Librarian, Medical and Patients Library, Charity Hospital, New Orleans.
- Ducote, Mrs. Elaine G., Librarian, Marksville High School, Marksville.
- Dufreche, Mrs. Susie, Librarian, Elementary School, Ponchatoula.
- Durand, Norma, Cat. Librarian, Stephens Memorial Library, S. L. I., Lafayette.
- Durrett, Mabel, Librarian, Hamilton Terrace Jr. High School, Shreveport.
- Dykes, Helen T., Librarian, Washington Parish Library, Franklinton.
- Dyson, Mrs. Harold F., Senior Reference Librarian, L. S. U. Library, Baton Rouge.
- East Baton Rouge Parish Library, 700 Laurel St., Baton Rouge.
- Ebeling, Floretta, Asst., Catalog Dept., New Orleans Public Library, New Orleans.
- Farr, Mrs. Sybil Y., Librarian, Istrouma High School, Baton Rouge.
- Farrell, Sallie J., Field Worker, Louisiana State Library, Baton Rouge.
- Farris, Robert O., Board Member, Tangipahoa Parish Library, Hammond.
- Faulk, Mrs. Ella Lee, Librarian, Jennings Public Library, Jennings.
- Ferguson, George Rose, Librarian, L. S. U. Geology Library, Baton Rouge.
- Fisher, Mrs. W. G., Pres., New Orleans Library League, 1014 Aline St., New Orleans.
- Flanders, Frances, Librarian, Ouachita Parish Public Library, Monroe.
- Foote, Lucy B., Chief Catalog Librarian, L. S. U. Library, Baton Rouge.
- Fort, Mrs. Hazel H., Librarian, International House, 430 Florida Ave., New Orleans.
- Fortenberry, Dean, Librarian, Parkview Jr. High School, Shreveport.
- Foss, Lila May, Lake Charles.
- Fournet, Corinne, Rapides Parish Library, Alexandria.
- Friederichs, Mrs. E. D., Archivist, City Hall, New Orleans.
- Fuller, Hilda Caroline, Ref. Librarian, L. S. U. Library, Baton Rouge.
- Gass, Ernest L., Vice-Pres., Library Board, East Baton Rouge Parish Library, Baton Rouge.
- Gauthier, Lillian, Librarian, Lafayette High School, Lafayette.
- Gehring, Olive M., Librarian, Hamilton Training School, S. L. I., Lafayette.
- Germany, James T., Bookbinder, New Orleans Public Library, New Orleans.

- Gill, Mrs. Odile C., Librarian, *Southeastern La. College Training School, Hammond.*
- Givens, Mrs. Thomas H., Asst. Circulation Librarian, *Stephens Memorial Library, S. L. I., Lafayette.*
- Glaser, Bernadine, Librarian, *Carnegie Library, Lake Charles.*
- Golsan, Anne Beale, Order Librarian, *L. S. U. Library, Baton Rouge.*
- Gray, Mrs. C. P., *Ouachita Parish Public Library Board, Monroe.*
- Gray, Lillian C. (Mrs. S. R.), Acting Librarian, *Concordia Parish Library, Ferriday.*
- Greer, Edna Prothro (Mrs. M. W.), Librarian, *Cotton Valley High School, Cotton Valley.*
- Griffin, Alice, Librarian, *High School, Ruston.*
- Griffon, Clara, Librarian, *Baton Rouge High School, Baton Rouge.*
- Gueymard, Margaret Reed (Mrs. Ernest), Asst. Librarian, *East Baton Rouge Parish Library, Baton Rouge.*
- Guichard, Dora E., Asst., *Dryades Branch, N. O. Public Library, New Orleans.*
- Guynes, Mrs. Vera, Librarian, *High School, Dry Prong.*
- Haas, Muriel, Cataloger, *Howard-Tilton Library, Tulane University, New Orleans.*
- Hale, Mrs. W. B., 523 W. Mississippi Ave., *Ruston.*
- Hamilton, J. C., Vice-Pres., *Arkansas Louisiana Gas Co., Box 1734, Shreveport.*
- Hanks, Mrs. Rubie M., Librarian, *Winn Parish Library, Winnfield.*
- Harper, Peggy, Cataloger, *L. S. U. Law Library, Baton Rouge.*
- Harrington, Mildred P., Professor, *Library School, L. S. U., Baton Rouge.*
- Harrington, Roseanne (Mrs. D. A.), Asst. to the Director, *L. S. U. Library, Baton Rouge.*
- Harris, Mary W., Director, *Extension Dept., Louisiana State Library, Baton Rouge.*
- Hart, Helen, Branch Supervisor, *New Orleans Public Library, New Orleans.*
- Hawthorne, Mildred L., *Rapides Parish Library, Alexandria.*
- Hayes, Mrs. Jack, Librarian, *Ouachita Parish High School, Monroe.*
- Hearn, Mrs. Doris, Librarian, *Shongaloo Branch Library, Shongaloo.*
- Hebert, Mary Alice, Instructor, *Books and Libraries, L. S. U., Baton Rouge.*
- Hefley, Sue, State Supervisor School Libraries, *Dept. of Education, State Capitol, Baton Rouge.*
- Herdman, Margaret M., Professor, *L. S. U. Library School, Baton Rouge.*
- Hester, Mrs. Marie G., Box 1049, *Tallulah.*
- Hill, Helen, Asst., *Catalog Dept., New Orleans Public Library, New Orleans.*
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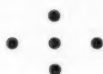
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